

**EFFECTIVENESS OF CONSTRUCTIVIST APPROACH ON
THE ACHIEVEMENT IN ENGLISH OF
VIITH STD. STUDENTS**

A

DISSERTATION

Submitted to

BARKATULLAH UNIVERSITY, BHOPAL

For the Partial Fulfillment of the requirement

For the degree of

MASTER OF EDUCATION (RIE)

2012-13

विद्यया ऽ मृतमश्नुते



**एन सी ई आर टी
NCERT**

**Supervisor
Dr. Ratnamala Arya
Associate Professor
Regional Institute of Education
Bhopal (M.P.)**

**Investigator
Mrs. Vinita Pal
M.Ed.(RIE), Bhopal**

REGIONAL INSTITUTE OF EDUCATION

**(A constituent unit of National Council of Educational Research and Training)
Shyamla Hills, Bhopal (M.P.)**

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R. Arya
22/1/13

22 JAN 2014

D-408

Investigator

Mrs. Vinita Pal

M.Ed.(RIE), Bhopal

Vinita Pal

REGIONAL INSTITUTE OF EDUCATION

(A constituent unit of National Council of Educational Research and Training)

Shyamla Hills, Bhopal (M.P.)

DECLARATION

*I do hereby declare that the dissertation entitled, **Effectiveness of Constructivist approach on the Achievement in English of VIIth Std. Students** has been carried out by me during the academic year 2012 – 2013 in partial fulfillment of the requirement for the degree of Master of Education of Barkatullah University, Bhopal, M.P.*

This study has been conducting under the guidance and supervision of Dr. RatnamalaArya, Associate Professor, Regional Institute of Education, Bhopal, M.P.

I also declare that the research work done by me is original and natural. This dissertation has not been submitted before other by me or by any other, for the award of any degree or diploma in any University.

Place : Bhopal, M.P.

Date :



Vinita Pal
Vinita Pal

Dr. RatnamalaArya
Associate Professor
Regional Institute of Education
Shyamla Hills, Bhopal (M.P.)

11/69, SahayadriParisar
Bhadbhada Road, Bhopal
Mobile : 9826406242

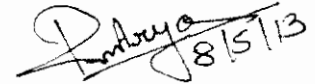
CERTIFICATE

This is to certify that Mrs. Vinita Pal has worked on dissertation entitled “Effectiveness of Constructivist Approach on the Achievement in English of VIIth Std. Students” under my supervision for the session 2012-2013.

It is her genuine work and I consider it worthy of submission for the award of the degree.

Date:

Place: Bhopal, M.P.



Dr. Ratnamala Arya

Associate Professor

RIE, Bhopal

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Place: Regional Institute of Education, Bhopal

Date:


(**Vinita Pal**)

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INTRODUCTION

CHAPTER-I

INTRODUCTION

1.0.0 INTRODUCTION

The unending effort to make life comfortable and the unquenchable thirst to probe into truth make people put forth strenuous effort leading to vast explosion of knowledge in various aspects. As a result, today man has secured power to cultivate land, to create energy, to conserve water, to control disease, to conquer the space and to utilize every natural source. This is possible through arousing inquisitiveness and thirst for knowledge, which can be imparted through education.

Philosophers like Socrates, Kant, Dewey, Jean Paul Sartre, Swami Vivekananda, Tagore, J. Krishnamurthy, Gandhi and Paulo Freire have reflected on this phenomenon named as 'education'. Education is, in fact, a natural, harmonious development of child's latent powers and innate talents. 'Teachers' role, as a facilitator, is pivotal in arousing enthusiasm and inspiring child for learning and to the sharpening of intelligence and wisdom and developing the child's innate powers and talents.

At present times, the focus of educational practices is to facilitate learning. Prominence of learning over teaching in this 'Teaching learning' process is indisputable. Hence process of learning is to be given more significance over product of learning.

Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan, and Piagetian principles). Higher order skills can be developed once fundamental competencies are ensured.

Teaching is a dynamic and well-planned process. Its objective is to acquire maximum learning experiences. A skilled teacher, while planning, thinks carefully about the teaching strategies. The operations of teaching depend upon contents task-analysis, teaching objectives, and nature of learning, types of learning, learning experiences, interest of pupils, their attitudes, capacities, needs and entering

behaviours. Therefore, it is important to take decision about teaching operations; a teacher should perform in order to achieve the objectives of teaching. For this, it is necessary to select and use appropriate instructional strategy.

Behavioristic view of knowledge –which insists upon assimilation through stimulus - response bond was not considered as an effective approach and severely refuted and opposed by constructivist view of giving more prominence to knowledge - construction. From ancient periods, whenever a strange concept or a novel idea has been proposed, there will be commotion and upsurge over it. As Swami Vivekananda rightly stated –

"Every new activity evidently has to pass through the three stages - bitter ridicule, severe criticism and final acceptance".

This holds good even to constructivist approach of exploring learning. It is a drift from teacher - centered to learner - centered education, prominence of learner autonomy over teacher involvement and active participation of babbling youth are considered to be the prominent qualities of constructivism. These glaring changes are to be invited and imbibed by all of us.

1.1.0 CONSTRUCTIVISM

Constructivism is a philosophy founded on the belief that we construct our own understanding of the world by reflecting on our experiences. Learning is simple the process of adjusting our mental models to accommodate new experiences.

The emphasis of the constructivist theory is on the *PROCESS* rather than the *PRODUCT* of learning. It focuses that the learner in working memory constructs knowledge. In this approach, the students determine how much they have learned as well as the process by which they learned. It changes the dynamics of the traditional class room by empowering the learner as the focus and architect of the learning process while redefining the role of the instructor to be a guide, a facilitator and helper, rather than the source and conduit of knowledge.

A definition of constructivism

Fundamentally, constructivism says that learners construct their own understanding and knowledge of the world through experiencing things and reflecting on those experiences.

"Constructivism is not a theory about teaching...it is a theory about knowledge and learning... the theory defines knowledge as temporary, developmental, socially and culturally mediated, and thus, non-objective." (Brooks & Brooks, 1993, p. vii)

This constructivist philosophy is rooted in John Dewey's philosophy of pragmatism which is based on the assumption that knowledge and ideas emerge from situations in which learners had to draw them out of experience that had meaning and importance to them. These situations had occurred in a social context such as a classroom where students join in manipulating materials and thus created a community of learners who built their knowledge together. Dewey emphasized the role of activity in learning. Among the contemporary constructivists Piaget and Vygotsky take different epistemological positions.

Jean Piaget believed that learning is strongly influenced by the learner's developmental stage. He laid the foundation for constructivism. According to him learning occurs through adaptation to interactions with the environment.

Lev Vygotsky believed that the meanings are constructed and shared with references to social and cultural context which situate the individual in the classroom, learning involves interaction between learner and teacher and amongst learners.

Jerome S. Bruner's theory says that learning is an active and social process in which students construct new knowledge on the basis of current knowledge.

David P. Ausubel's theory says that learning new materials depends greatly on the existing cognitive structure or what the person already knows. New information is more meaningful if it is related to current knowledge.

E. Von Glasersfeld believed in reconstruction of knowledge procedurally as an unending series of processes of inner construction. Learners also want to assess the reliability of knowledge instrumentally in terms of the evolutionary viability of constructions.

Gergen's view affirms sociality and community at the heart of things and reconceives knowledge and meaning as forms of participation in language games.

1.2.0 THEORETICAL BACKGROUND OF CONSTRUCTIVISM

Constructivism emerged in the 1980's and 1990's and was based on the study of human learning in increasingly realistic settings. This philosophy has a long history. The major philosophies behind this theory are of Dewey, Montessori, Piaget, Vygotsky and Novak. Later on Posner 1982, driver1989, novak1993, and others conducted studies on 'how children construct knowledge' and 'how teacher can provide interventions to help children construct their own concept'. According to the knowledge construction view, the learner is a sense maker, whereas the teacher is a cognitive guide who provides guidance and modelling on authentic academic tasks. Constructivism believes that students do not come to the class with 'Tabularasa'-clean slate and their previous experiences, beliefs and ideas affect the interpretations they make of their observations (driver 1983). Constructivists' intervention includes continual testing, modification, restructuring and improvement of knowledge based on experiences and observations.

1.3.0 TYPES OF CONSTRUCTIVISM

There are two types of constructivism which we address:

Cognitive constructivism and Social constructivism: - A few characteristics of both are as follows:-

- It is largely concerned with learner's thinking and learning process.
- Learning is self- directed and active.
- Knowledge is constructed internally by the learner rather than transmitted from an external source.
- Learning is marked by the learner's capacities to explore and experiment.
- What someone knows is not passively received but actively assembled by the learner.
- Knowledge and understanding are constructed by the learner rather than imparted by the teacher.

- Learning is a social, collaborative and interactive activity.
- Learning involves higher order thinking.
- Knowledge is socially, culturally mediated and located.
- Learning is a search for meaning, looking for wholes as well as part.
- Learning is an individual and social activity.
- We discover different perspectives and shared meanings while learning and understanding.
- Learners continuously organize, reorganize, structure new experiences to fit them to existing schemata, knowledge and conceptual structures through an adaptation process of assimilation (thinking in knowledge and incorporating it into existing knowledge structures) and accommodation (changing ways of thinking as a result of learning and new knowledge) to accord with new views of reality, in striving for homeostasis (equilibrium) - the balance between assimilation and accommodation.
- Intelligent thought involves metacognition.

1.4.0 BASIC ASSUMPTIONS

Its basic assumptions could be listed as:

1. Knowledge acquisition is a constructive or generative process and each student's knowledge is personal and idiosyncratic (Fisher and Lipson, 1986).
2. Students hold intuitive ideas that are both identifiable and stable and have enough commonality to make it worth in planning and instructional strategies (Clough and Driver, 1986).
3. Misconceptions may originate as a result of students' interaction/experiences with the real world and/or because of his/her misinterpretations of the world of ideas presented to him (Driver and Easley, 1978).
4. Development of alternatives frameworks or misconceptions is from the same mechanism that leads to the development of conception. In addition, some modes and sequences of presenting information during teaching may result into development of misconception (Eylon and Linn, 1987).
5. Due to their different conceptual ecologies, different students can 'incorporate' the same new experiences/ideas differently in their conceptual structures/frameworks (Jordan, 1987).

6. The process of concept formation is a continuous process of successive approximation and refinement (Fisher and Lipson, 1986).

1.5.0 PRINCIPLES OF CONSTRUCTIVISM

- Learning is not a passive receptive process but instead is an active meaning making process required solving meaningful problems meaningfully.
- New learning depends on learner's previous knowledge, which may sometimes interfere with the understanding of new information.
- Learning implies the reorganization of prior conceptualizations conceptual schemes.
- Learning is facilitated by social interaction.
- Meaningful learning occurs within authentic learning tasks.

Brooks and Brooks (1993) opined that there are two basic principles of constructivism. They are as follows;

1. What a person knows is actively assembled by the learner and Learning serves as an adaptive function of storage of useful information.
2. Learning serves as an adaptive function of storage of useful information

1.6.0 CHARACTERISTICS OF CONSTRUCTIVIST APPROACH

- 1) Learning is an active meaning making process required to solve meaningful problems. It is not a passive receptive process.
- 2) Meaningful learning occurs within authentic learning task.
- 3) New learning depends on the learners' previous knowledge and experience.
- 4) Social interactions facilitate learning.

1.7.0 ADVANTAGES OF CONSTRUCTIVISM

1. Children learn more, and enjoy learning more when they are actively involved, rather than passive listeners.

2. Education works best when it concentrates on thinking and understanding, rather than on rote memorization. Constructivism concentrates on learning how to think and understand.
3. Constructivist learning is transferable. In constructivist classrooms, students create organizing principles that they can take with them to other learning settings.
4. Constructivism gives students ownership of what they learn, since learning is based on student's questions and explorations.
5. By grounding learning activities in an authentic, real-world context, constructivism stimulates and engages students. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
6. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students learn how to articulate their ideas clearly. Students exchange ideas and learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. This is essential to success in the real world, since they will always be exposed to a variety of experiences in which they will have to cooperate and navigate among the ideas of others.

The Learning Situation

Process- Situation

1. *Observation:* Learners make note of the events of behavior or the situation or the scenes.
2. *Contextualisation:* Learners relate their analysis to the text or relate the content or the story with the illustrations of the background material.
3. *Cognitive apprenticeship:* Teacher illustrates or demonstrates how he/she would analyse and interpret information using the example of the content studied or the teacher models how to integrate the content studied and the illustrations of the background material.
4. *Collaboration:* Learners form groups to work on the task or to generate interpretations while the teacher suggests/guides them as they proceed.

5. *Interpretation Construction:* Learners analyse and generate evidence to verify their hypothesis or analyse and generate their own interpretations
6. *Multiple interpretations:* Learners provide explanations and defend their ideas and hypothesis using their analysis and text both within and between groups. Evidence and arguments along with the text expose them to various ways of finding answers or interpreting data. Comparing the interpretations within and between the groups gives the learner idea the people can have different reactions to the content studied.
7. *Multiple manifestations:* Using the text, background illustrations and their own reflections, the learners see how the same characters and themes can be manifested in several ways.

1.8.0 KNOWLEDGE OF THE CONSTRUCTIVIST PEDAGOGY:

1. Learning should take place in authentic and real-world environments.
2. Learning should involve social negotiation and mediation.
3. Content and skills should be made relevant to the learner.
4. Content and skills should be understood within the framework of the learner's prior knowledge.
5. Students should be assessed formatively, serving to inform future learning experiences.
6. Students should be encouraged to become self-regulatory, self-mediated and self-aware.
7. Teachers serve primarily as guides and facilitators of learning, not instructors.
8. Teachers should provide for encourage multiple perspectives and representations of content.

1.9.0 CONSTRUCTIVISM IN LANGUAGE EDUCATION

1.9.1 Introduction

Languages play a dynamic role in learning a concept or an idea etc. They provide a bank of memories and symbols inherited from one's fellow speakers and

created in one's own lifetime. They are also the medium through which most knowledge is constructed, and hence they are closely tied to the thoughts and identity of the individual. Effective understanding and use of languages enable the child to make connections between ideas, people and things and to relate to the world around.

Language education is not confined to the language classroom. A science, social science or mathematics class is ipso-facto a language class. Learning the subjects means learning the terminology, understanding the concepts and being able to discuss and write about them critically. Any genre of language links children to cultural heritage and also gives them an opportunity to understand their own experiences and to develop sensitivity to others.

That is why, it is important to view language education as everybody's concern at school and not as a responsibility of the language teacher alone. And development of language skills such as listening, speaking, reading and writing along with life skills such as critical thinking skills, interpersonal communication skills, negotiation/refusal skills, decision making, problem solving skills and coping and self-management skills is also very critical for dealing with the demands and challenges of everyday life.

In India, English is treated as a global language and for providing the learner a good command on English, the goals of English language learning set are twofold: attainment of a basic proficiency acquired in natural language learning and the development of the language into an instrument for an abstract thought and knowledge acquisition through literacy. English language, as a constellation of skills, thought encoders and markers of identity- cuts across school subjects and disciplines. Hence, an effective method for English language learning is required.

1.9.2 Language teaching methodology

Language Teaching Methodology has undergone changes from grammar-translation through audio-lingual and structural to the communicative form. The Communicative approach uses authentic (from real world source) and contextualized (stimulatoreal) tasks. Krashan (1981) proposed that learners will acquire language when they are exposed to 'comprehensible input' and are motivated to attend to the

input. Learning with pedagogic rationale require learners to do things which are unlikely be done outside the classroom.

Linguists argue that acquisition is best served when learners participate in the negotiation of meaning.

In a Constructivist language learning class, the students become effective learners, learn more and enjoy learning because learning is based on students' thinking and understanding and producing language needed for the particular situation. 'Effective learners' are reflective learners, who not only consider critically what they have learnt, but are also aware of their own learning. They come to realize the need for language, Lexus and grammar for oral competence. Knowledge and reflection are crucial aspects of learning and development which can contribute substantially to the profile of oracy. To develop the profile of oracy, pupils should be encouraged to adopt a reflective, analytical stance towards their own language use and that of others. As pupils learn how to work together, they can develop their own strategies to keep themselves on tasks, share the workload and make negotiated decisions. (Grainger, 2000)

1.9.3 Language Teacher's Use of Constructivist theory

The whole process of structuring, organizing and developing explanatory sequences in the class should aim to interest and stimulate the students to think. In order to increase attention span, engage the students and encourage the students to think, intersperse with student activities that can provide opportunities for active learning and interaction. (Exley and Reg, 2004) The language teachers can become effective instruments in inculcating the thinking skills of the students. If pupils are to learn to think for themselves, teachers must offer them opportunities by providing language tasks and life like situations. In order to profile oracy in practice and provide increased access to learning, the teachers need to plan carefully- to model and intervene, to extend their pupils' use of language and increase the complexity of their thinking.

Teachers can modify their style of talk and they may need to adapt more reflective and speculative stances, demonstrating and modeling increased

tentativeness and negotiation, through thinking aloud and using more reciprocal and hypothetical talk.(Haworth,1992) (Quoted by Grainger)

Teachers who use dialogue must value the dynamic, ever changing character of meaning –making that results when children are called upon to think for themselves. They must themselves be willing to maintain a healthy uncertainty, to be open to facilitate whatever emerges within the interaction. (Cole, 1995) (Quoted by Grainger)

Such teachers will not abandon the notion of teaching but will understand the relationship between language and learning and prompt them to reconceptualise their role as one, more focused upon facilitating active knowledge construction, and their classrooms as forums for critical debate and dialogue. Such reformations in action might begin to reduce the existing gap between theory and practice in this area.

The time devoted to whole-class work could well be harnessed to model genuinely exploratory talk about text, and to encourage pupils to take the initiative, ask questions, hear others' views and articulate their own emerging perspective.

Parents and pupils may perceive talk as pleasurable but rather irrelevant. Pupils need to recognize that they can learn through talk, and in doing so they will value it and value their own ideas and that of their peers as meaning makers.

1.9.4 Role of the Student

In this constructivist approach the way of student behavior will also have a novel change and they turn into active participants rather passive listeners. In this strategy, students-

1. Question about the phenomenon and processes.
2. Give explanations for observed phenomenon.
3. Design experiments to test ideas.
4. 'Compare their ideas with others' ideas.
5. 'Design ways to test others' ideas.
6. Manipulate objects; do activities.
7. Discuss the result of activities.

8. Draw conclusions.
9. Apply new concepts to familiar situations.
10. Apply new concepts to unfamiliar situations.

1.9.5 Classroom Climate In Constructivism

The classroom climate also has undergone strange changes where:

1. The teacher is a leader of the democratic learning group.
2. Students work in groups. Discuss results of activities. No rigid seating plan was observed.
3. Class is not noisy, though students talked about the ideas, activities, etc.
4. Pupil participation is encouraging.
5. All students engage in some kind of activities.
6. Students work in-group.

1.10.0 NEED / RATIONALE OF THE STUDY

The National Curriculum Framework (2005) stresses the importance of a constructive perspective in classroom learning. In a constructive perspective, learning is a process of construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to the existing ideas on the basis of materials or activities presented to them (experience).The traditional methods of teaching was based on objectivist view of knowledge where the teacher transmits knowledge to the learners who are considered as passive receivers of knowledge. In contrast, the constructivist paradigm is based on the assumption that knowledge is subjective and learners construct knowledge in the social and cultural environment in which they are embedded.

Critical pedagogy also facilitates collective decisions teachers making through open discussion and by encouraging and recognizing multiple views (on issues such as political, social, economic, moral, human rights, caste religion, and gender).

The 21st century is proclaimed by many as the '*Knowledge Era*' and knowledge today precedes even skill and talent in every discipline. To meet the

challenges of globalization and career opportunities, the students should learn the required skills of English. In many countries, building a workforce with higher order skills is an important part of improving the climate for investment, acquiring a competitive edge and generally maintaining an engine of growth. (World Development Report, 2007) In knowledge based economy and knowledge based society, only those with higher skills can advance and progress. Higher education enhances earnings of the individuals and contributes to economic development and thereby alleviates poverty. So the students who leave the portals of educational institutions are expected to possess the required learning outcome to meet the demands of the growing economy.

The growing economy faces a shortage of skilled, competent manpower. British linguist David Graddolremarks , “In a few years , China will have far more English speaking people, maybe more than India. The skills gap in India is growing alarmingly and it is difficult to see how the gap is going to be bridged.” (Economic Times, Jan.17, 2008)

The total number of educated youth, with suitable skills and values in the country, constitutes only a meager percentage. The education system in the nation faces crucial challenges. The time has come for considering these issues and arriving at the best solutions for these surging problems. One of the solutions highlighted is “Constructivism in Education”

English teaching should always be made an interesting one. Any learning aims at enabling the child to acquire the concepts. It depends on the context and situation in which the child learns. If the context and conditions are supportive it will create interest in learning. This is what the constructivist approach tries to provide. Activities should be performed by the students themselves, in this will create a lot of confidence. Truth would thus be found out in the classroom.

Therefore, there is a need to shift from the behavioral approach to constructivist approach of teaching. A study is, of course, needed in the area of constructivist approach to find its effectiveness in terms of the variable related to cognitive and affective domain.

1.11.0 STATEMENT OF THE PROBLEM

The problem undertaken is stated as follows:

Effectiveness of Constructivist Approach on the Achievement in English of Vii std. Students

1.12.0 OPERATIONAL DEFINITIONS

The operational definition of the key terms used in the study is as follows:

- 1) **Constructivism:** constructivist learning is based on student's active participation where they are constructing their own knowledge by testing ideas and approaches based on their prior knowledge and experience, applying these to new situation and integrating new knowledge gained with pre-existing intellectual constructs. In constructivist approach, the following strategies prescribed by NCF 2005 are used for teaching English to class 7th.
- 2) **English achievement:** It refers to a tangible accomplishment of proficiency in English measured using an achievement test.
- 3) **Reaction:** It refers to the reaction of students towards constructivist approach in English measured using a reaction scale.

1.13.0 OBJECTIVES OF THE STUDY:

The objectives of the study are as follows:

- To study the effectiveness of constructivist approach in terms of-
 - a) Students achievement in English
 - b) Reaction of the students
- To study the effect of treatment, gender and their interaction on students achievement in English by taking their pre-test scores as covariate.
- To study the effect of treatment, levels of achievement and their interaction on students' achievement in English by taking their pre-test scores as covariate.

1.14.0 HYPOTHESIS OF THE STUDY

The hypotheses formulated for the present study keeping in view the objectives are:

- There is no significant effect of treatment on student's achievement in English when their pre- test scores of English are taken as covariate.
- There is no significant effect of gender on student's achievement in English when their pre- test scores are taken as covariate.
- There is no significant effect of interaction between treatment and gender on student's achievement in English when their pre-test scores are taken as covariate.
- There is no significant effect of levels of achievement on students in English when their pre-test scores are taken as covariate.
- There is no significant effect of interaction of treatment and level of achievement in English when the pre- test scores are taken as covariate.

1.15.0 DELIMITATIONS OF THE STUDY

- 1) The CBSE syllabus of class 7thEnglish is selected for teaching English.
- 2) It is limited to two variables only.
- 3) The study is confined to 7th std. students only.
- 4) Only ten lessons are taught.



**BRIEF REVIEW OF
RELATED LITERATURE**

CHAPTER-II

BRIEF REVIEW OF RELATED LITERATURE

2.0.0 INTRODUCTION

Research takes advantage of the knowledge which has been accumulated in the past as a constant human endeavour. It can never be taken in isolation of the work that has already been done. Problem which directly or indirectly related to the study is proposed by the researcher. A careful review of the research journal, books, dissertation, thesis and other resourceful information on the problem to be investigated was done so that the proposed study could lead in the right direction.

2.1.0 IMPORTANCE

Human knowledge has 3 phases- preservation, transmission and advancement. Practically all human knowledge could be found in books, journal and papers. Before taking up specific research project in the development of a discipline the researcher must be thoroughly familiar with the previous studies.

2.2.0 STUDIES RELATED TO APPROACHES OF ENGLISH

Nagarajan (1968) compared bilingual method and other methods in teaching English on class VIth of Hindi medium students of Hyderabad. Other variables were kept constant except the use of mother tongue. The major finding of the study was that the bilingual method is simple from the point of view of both learners as well as teacher and it enables to speak fluently and accurately.

Khare (1986) conducted a study entitled “traditional and structural approaches of teaching English with reference to learning outcomes”. With the objectives to test the general level of performance of Jr. High school students in various aspects of English like spelling, comprehension, applied grammar and vocabulary. Sample of the study comprised of 253 boys and 300 girls from 4 districts in UP. Seven achievement tests for 7 different dimensions of English were constructed. The following conclusion drawn: (1) The students achievement under the

structural approach was better than those under the traditional method in areas of spelling, pronunciation and applied grammar.

Kudesia (1987) conducted a study on “an experimental comparison of discussion method and lecture method in teaching technical English to first year students of polytechnic (Bhopal)”. The objective of the study was to compare the effectiveness of two methods of instruction i.e., the lecture method and the discussion method in learning technical English. The sample comprised of 30 students. The major finding of the study was that the experimental group achieved significantly better results in achievement test.

Singh & Sarangi (2001) in their study “English language proficiency of students in different English language teaching system” made an attempt to find out how English language system of school education work. The teaching methods in traditional system are accordingly text book oriented and focused on reading and writing alone. In contrast innovation system emphasis was on writing as well as speaking English. A language proficiency test comprising the four skills (listening, speaking, reading, and writing) was used for the collection of data. In all, the performance to innovation system was found to be higher in all the four skills.

Pradhan (2001) compared direct method and bilingual method of teaching English in class. The objective of the study was (1) To analyse in adequacies of different methods of teaching that are in vogue. (2) To develop four language skills. The findings were (1) The ANOVA revealed that treatment produced significant effect. (2) The bilingual method ensured accuracy and fluency in spoken word.

Paul Stone and Andrew Kidd’s article *Language Teaching Research, April 2004* reports a survey of 300 intermediate-level EFL adult learners’ views about the instruction they receive and of 15 of their teachers at the National University of Vietnam in Ho Chi Minh City. Its main focus is on how learners can contribute to ELT methodology. The article reviews the literature on learner cultures and perceptions in language education and on the contributions that learners have made and could make to decisions about classroom methodology. It also reports the conduct and the results of the survey and uses this to discuss implications for L2 classrooms in Vietnam and elsewhere, and to suggest pedagogic interventions that could help to facilitate learner contributions and cater for learner needs and wants.

The survey indicates that the teachers (as reported in other similar studies) were largely unaware of what their students felt and thought about the methodology of their courses, and that the learners would welcome changes to the culture of their classrooms.

Patil (2006) conducted a study entitled “a comparative study of achievement in English language of class VIth students studying through traditional approach and structural approach”.

2.3.0 STUDIES RELATED TO THE CONSTRUCTIVIST APPROACH

Sherri (1995) in his study examined the effects of a Constructivist learning environment on student cognition of mechanics and attitude towards science compared to students enrolled in a traditional lecturer course and found that there was no significant differences in the two groups, but qualitatively students said that they enjoyed the Constructivist strategies; instructor interaction, hands on activities and applications to everyday life.

Marie (2002) revealed that the study provides a strong support for a positive relationship between Constructivists: Learning environment and student attitudes, but little support for a direct relationship to student achievement in Algebra and Biology. The findings showed that neither overall Constructivist- learning environment nor standards- based teaching practices predicted achievement in any of the Content areas. Overall Constructivist learning environment and standards-based teaching practices were significant positive predictors of student intrinsic value and learning strategies in all three content areas, after controlling for student and classroom demographic variables.

Ojha N.C.(2004) conducted a study on concept attainment model (CAM) for teaching Economics to class IXth with the objectives to study the effectiveness of the instructional material on achievement and reaction of the students. The findings revealed that the CAM was effective in terms of achievement and reaction of the students. Students attitude towards Economics was significantly influenced by the Treatment.

Padmanabhan J. (2005) conducted a research study on the effectiveness of constructivist approach on the achievement and problem solving ability in science of VIIth Std. students. The objectives of her study were: (1) To develop constructivist based lessons on selected units of science for class seventh. (2) To study the effectiveness of constructivist approach on the students achievement in science and problem solving ability and the reaction of students towards the constructivist approach. The study revealed significant results on achievement and reaction.

AdlakChandrakantha G. (2012) conducted a study on the effectiveness of constructivist approach for teaching English to VIth class in terms of achievement and found that the constructivist approach was effective in terms of achievement in English of learners but gender did not produce any differential effect on the achievement in English.

2.4.0 CONCLUSION

From the above reviews of related literature, it was found that in main areas of teaching studies have been conducted. But those were in behavioural approach. A few researches have been done on constructivist approach. Therefore there is a need to shift from behavioural approach to constructivist approach of teaching. Critical pedagogy and the constructivist approach go hand in hand. Therefore a study is needed in the area of constructivist approach to find its effectiveness in terms of variables related to cognitive and affective domain. In the study attempt is made to investigate the impact of the constructivist approach on achievement of VIIth standard students of English.



METHODOLOGY

CHAPTER –III

METHODOLOGY

Methodology is concerned with the design of the study, sample of the study, and tools that are used to test the variables employed in the study.

3.0.0 DESIGN OF THE STUDY

The study is experimental in nature, wherein a control and an experimental group are employed. A Pre-test, Post-test control group design is used. The intact classes of 7thStd. as a whole is considered as experimental and control group for the study.

Table 3.1 – Design of the Study

Characteristics	Control group	Experimental group
Early status	Class VII A Achievement test in English	Class VII B Achievement test in English
Treatment	Traditional approach of teaching	Constructivist approach of teaching
Terminal status	Post test	Post test

3.1.0 SAMPLE OF THE STUDY

The sample of the study was selected randomly through simple random sampling technique by lottery method in which names of ten CBSE schools were written on chits and were put into a container. Then a chit was drawn from the container and the name of the school on the chit was Demonstration Multipurpose School, Bhopal. Thus, the sample selected consists of the students of class 7th of Demonstrative Multipurpose School, Bhopal. It is an English medium school in Bhopal city, run by NCERT, Delhi. The two sections A and B are selected where one section is experimental group and the other section is control group. 30 students are

in section A which is the control group and 32 students are in section B which is the experimental group. The experimental group is taught by the investigator, while the control group is taught by the regular teacher.

Table 3.2 : Details of Sample

GROUP	BOYS	GIRLS	TOTAL
Experimental Group	18	14	32
Control Group	18	12	30
Total	36	26	62

3.2.0 VARIABLES

Two variables are used in the study i.e., independent and dependent variable.

a).Independent Variable: The independent variables in the present study are the two different approaches of teaching English i.e., constructivist approach and traditional approach. The experimental group was taught by constructivist approach and that control group was taught by the traditional approach.

b).Dependant Variable: The dependent variable in the present study is achievement in English.

3.3.0 TOOLS USED IN THE STUDY

The tools for the study are as follows

- 1) **Achievement test:** The achievement test developed by the investigator was based on units of 7th std. English, wherein the grammar portion has been emphasised. The total number of questions were 8 through which students' knowledge, understanding and application is checked. The test items were of short answer and objective type. The test comprised of 25 marks and 40 minutes time was given for solving the test. The subject expert's opinion and comments were taken in preparing the tool. A try out of the achievement test was done. Later on, the test was administered on both control and experimental group as pre and post- test. Students' prior knowledge and

knowledge after treatment was checked through this achievement test.

- 2) **Reaction scale:** Reaction scale was prepared by the investigator to find out the reaction of the students towards constructivist approach for English language. The reaction scale was discussed and finalized with the help of experts' opinion. It contained 15 questions on a three-point scale. Reaction scale was administered only to the experimental group as a post test.

3.4.0 PROCEDURAL DETAILS OF THE STUDY

3.4.1 Development of Tools

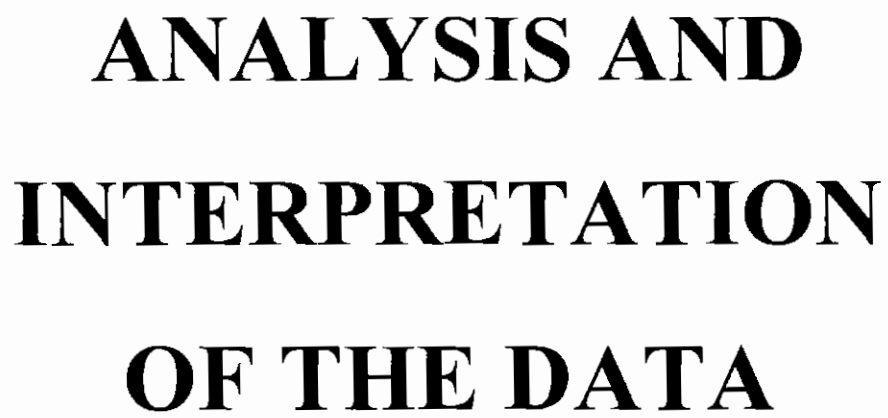
The achievement test was developed in which only grammar portion was considered and subject expert's opinion was taken. A try out of the achievement test was done. An outline was prepared for treatment in the experimental group. After the treatment lesson report was organized following the constructivist approach based learning situations.

Table-3.3 Description of the Achievement Test in English

Sr.No.	Name of the Section	No. of Questions	Marks
1	Form noun of the words	1	4
2	Choose countable and uncountable words	1	3
3	Write plural forms of the given words	1	2
4	Make sentences using the given words	1	4
5	Underline the adjectives	1	3
6	Fill in the blanks	1	2
7	Write 3 sentences on your habits	1	3
8	Match the following	1	4

3.4.2 Administration of the Tools

After giving the continuous ten days treatment to the experimental group, the achievement test was again used as post-test in both control and experimental group. The reaction scale was administered at the end of treatment only on the experimental group.



**ANALYSIS AND
INTERPRETATION
OF THE DATA**

CHAPTER –IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.0.0 INTRODUCTION

The statistical technique in the present study for analysing the data is as follows:

Both descriptive and inferential statistics employed for the analysis of the data. The descriptive statistics such as frequency, percentage, mean and standard deviation was used. Inferential statistics such as analysis of covariance was computed to find out the significance of differences on achievement of experimental and control group. Both descriptive and inferential statistics were computed with the help of SPSS (Statistical Package for Social Science) for Windows. The reactions of students towards constructivist approach were analyzed through reaction scale and reported qualitatively after the quantitative analysis. The interpretations of the findings are as follows.

Analysis of data related to the effectiveness of Constructivist approach on achievement in English.

4.1.0 EFFECTIVENESS OF CONSTRUCTIVIST APPROACH ON ACHIEVEMENT IN ENGLISH

The first objective of the study was to study the effectiveness of Constructivist approach on achievement in English of students of class VIIth. The results of both, the achievement in English and the reaction of the students towards the approach were presented separately in the following captions and achievement test was developed by the investigator to measure the achievement in English by the students. The total marks of the achievement test in English were 25. The scores were analyzed with the help of percentiles, mean, standard deviation and co-efficient of variance. The results are presented in the table 4.1.

Table 4.1 reveals that 5% of the students secured more than 50 marks, 20%

students secured 58.40 marks. 40% of the students secured 68.80 marks 60% students secured 76 marks and 95% students secured 97.40 marks. Generally this kind of achievement is not found in students taught through the traditional approach of teaching. Therefore, it can be concluded that the constructivist approach was found to be effective in terms of achievement in English.

Finding : Constructivist approach was effective in terms of student's achievement in English.

Table - 4.1: Percentiles, Mean, Standard Deviation And Co-Efficient Of Variance For Achievement In English.

Mean		72.13
Median		72.00
Mode		72
Std. Deviation		13.949
Variance		194.565
Range		52
Sum		2308
Percentile	10	52.00
	20	58.40
	30	64.00
	40	68.80
	50	72.00
	60	76.00
	70	80.00
	80	84.00
	90	94.80
	95	97.40

4.2.0 EFFECT AND INTERACTION OF TREATMENT AND GENDER ON STUDENTS ACHIEVEMENT IN ENGLISH

The second objective of the investigation was to study the effect of treatment and gender and their interaction on students achievement in English by taking their pre-test scores as covariate. The class VIIth English scores were collected from the school register. The achievement in English was measured by administering the achievement test developed by the administrator. The test was administered to both the experimental and control group after the end of the teaching of 10 lessons

through different approaches. The data were analyzed with the help of the 2 x 2 factorial design ANCOVA of unequal cell size. The results are presented in table 4.3 and 4.4 and interpretations are given in captions 4.2, 4.2.2 and 4.2.3

4.2.1 *Effect Of Treatment On Achievement In English*

- Table 4.2 indicates that the F-Value of 85.65 for Achievement in English is significant at 0.01 level with df equal to 1/57. It indicates that the treatment produced a significant differential effect on the achievement in English. In other words, it can be said, that there was a significant effect of the treatment on the students' achievement in English. Therefore, the null hypothesis, namely " There is no significant effect of treatment on student's achievement in English when their pre- test scores of English are taken as covariate" is rejected and it is evident from the following table(table 4.1 & 4.2)

Table 4.2: F-value for effect and interaction of treatment and gender on achievement in English

Source of variance	SS	Df	MSS	F-value	Sig.
Treatment	5910.639	1	5910.639	85.653**	.000
Gender	91.169	1	91.169	1.321	.255
Treatment X Gender	145.708	1	145.708	2.111	.152
Error	3933.397	57	69.007		
Total	253984.000	62			

**significant at 0.01 level

Table 4.3: Mean,SD of boys and girls of experimental and control groups for achievement in English

Group of Students	Gender	Mean	SD	N
Experimental Group	BOYS	73.11	16.280	18
	GIRLS	70.86	10.690	14
	Total	72.12	13.949	32
Control Group	BOYS	48.44	12.715	18
	GIRLS	53.67	13.262	12
	Total	50.53	12.971	30
Total	BOYS	60.78	19.071	36
	GIRLS	62.92	14.601	26
	Total	61.68	17.240	62

Further, table 4.3 shows that the mean achievement scores in English of the students taught through constructivist approach (72.12) is higher than the students taught through traditional approach of teaching (50.53). It can, therefore, be said that the constructivist approach was found to be effective in terms of achievement in English than the traditional approach of teaching.

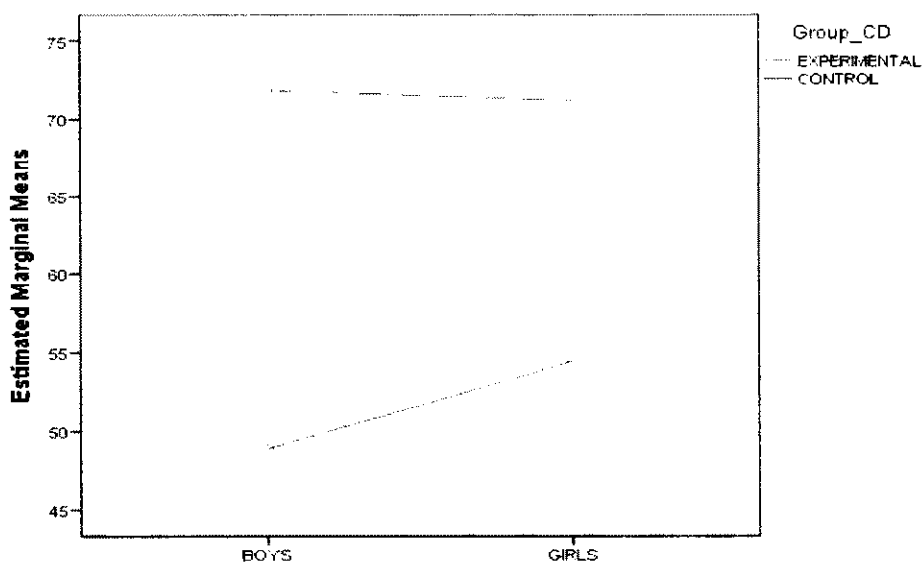
Finding : Constructivist approach is effective in terms of student's achievement in English.

4.2.2 *Effect of Gender On Students Achievement In English*

- Table 4.2 reveals that the F-Value of 1.321 for Gender is not significant at 0.05 level with df equal to 1/57. It indicates that the gender did not produce a significant differential effect on the students' achievement in English. It shows that the students' achievement in English is independent of gender. Therefore, the null hypothesis which states that " There is no significant effect of gender on student's achievement in English when their pre- test scores of English are taken as covariate" is not rejected .

Finding : Gender did not produce a significant differential effect on the students' achievement in English.

Estimated Marginal Means of Post Test Scores of Achievement in English



Gender of the students

4.2.3 *Interaction Of Treatment And Gender On Students Achievement In English*

- Table 4.2: reveals that the F-Value of 2.111 for interaction of Treatment and Gender on Achievement in English is not significant at 0.05 level with df equal to 1/57. It shows that there was no nteractional effect of Treatment and Gender on Achievement in English. Therefore, the null hypothesis, namely " There is no significant effect of interaction of gender and treatment on student`s achievement in English when their pre- test scores of English are taken as covariate" is not rejected .

Finding : There was no significant effect of interaction of gender and treatment on the students' achievement in English.

4.3.0 EFFECT AND INTERACTION OF TREATMENT AND LEVELS OF ACHIEVEMENT ON STUDENTS ACHIEVEMENT IN ENGLISH

4.3.1 *Effect of Treatment on Students Achievement in English*

The results and interpretation are presented above in caption 4.2 and in table 4.2

4.3.2 *Effectsof Levels of Achievement in English*

- Table 4.4 indicates that the F-Value of 6.17 for Levels of achievement is not significant at 0.05 level with df equal to 1/57. It indicates that the treatment did not produce a significant differential effect on the students' levels of achievement in English. It shows that the students' achievement in English is independent of levels of achievement . Therefore, the null hypothesis, namely " There is no significant effect of levels of achievement on student`s achievement in English when their pre- test scores of English are taken as covariate" is not rejected .

Finding : There was no significant effect of constructivist approach on the students' levels of achievement in English.

Table 4.4: F-value for effect and interaction of treatment and Levels of Achievement on achievement in English

Sources of Variance	df	SS	MSS	F-value
Treatment	1	1985.003	1985.003	28.574
Levels of Achievement	2	12.342	6.171	.089
Treatment x Levels of Achievement	2	314.424	157.212	2.263
Error	55	3820.844	69.470	
Total	62	253984.000		

Table 4.5: Mean, SD of experimental and control groups for levels of achievement in English.

Group of Students	Levels of Achievement	Mean	SD	N
Experimental Group	High	93.00	8.869	4
	Average	75.69	10.641	13
	Low	63.47	10.013	15
	Total	72.12	13.949	32
Control Group	High	76.00	.	1
	Average	57.87	7.539	15
	Low	40.86	10.068	14
	Total	50.53	12.971	30
Total	High	89.60	10.807	5
	Average	66.14	12.718	28
	Low	52.55	15.146	29
	Total	61.68	17.240	62

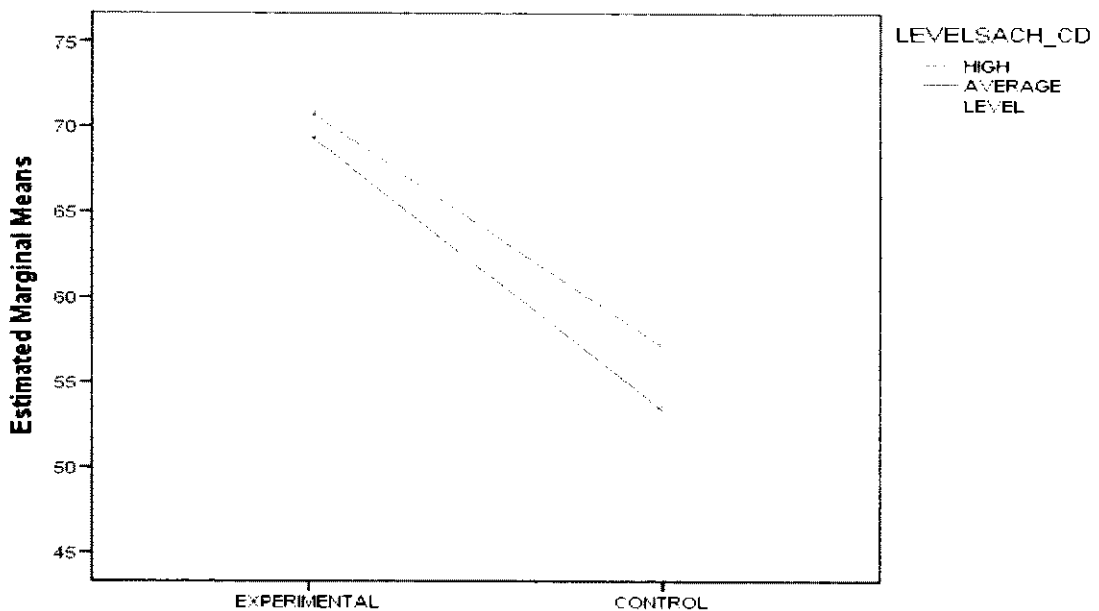
4.3.3 Interaction of Treatment & Levels of Achievement on Achievement in English

- Table 4.4 reveals that the F-Value of 2.263 for interaction of Treatment and Levels of achievement on Achievement in English is not significant at 0.05

level with df equal to 1/57. It shows that there was no interactional effect of Treatment and levels of achievement on Achievement in English. Therefore, the null hypothesis, namely " There is no significant effect of interaction of levels of achievement and treatment on student's achievement in English when their pre- test scores of English are taken as covariate" is not rejected .

Finding : There was no significant effect of interaction of levels of achievement and treatment on the students' achievement in English.

Estimated Marginal Means of Post Test Scores of Achievement in English



Levels of Achievement in English

4.4.0 EFFECTIVENESS IN TERMS OF REACTIONS OF STUDENTS TOWARDS CONSTRUCTIVIST APPROACH

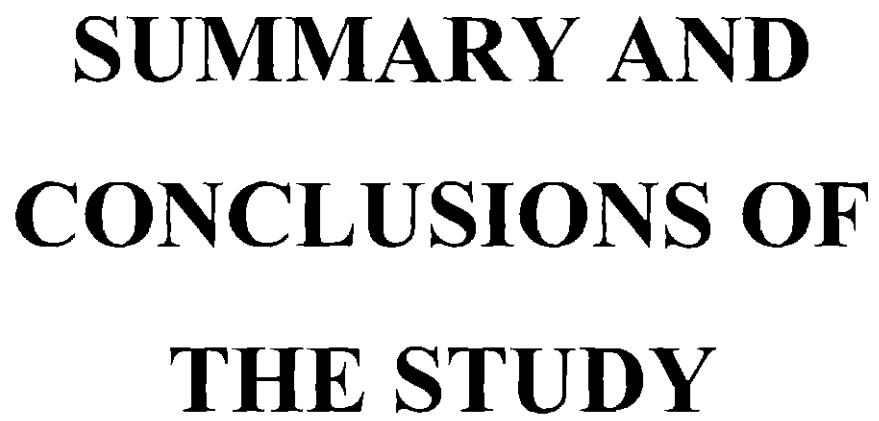
Effectiveness of constructivist approach was studied in terms of Reactions of students towards it. A reaction scale was constructed by the investigator to assess the reaction of the students. The reaction scale was administered to the experimental group after the completion of the treatment of ten days. The obtained data were analysed by percentage. The results are presented in the following table.

There were 15 statements in the Reaction scale. The statements were related to the constructivist approach. The table 4.5 shows that the constructivist approach was found more effective than the traditional approach.

Table 4.6: Statement-wise Distribution of Responses of students Towards Constructivist approach .Values(in percent)

S. No.	Statements	yes	un-certain	no
1	I feel that learning through this constructivist approach is time consuming.	87.5	9.38	3.12
2	Sometimes it is boring to learn through this method.	18.75	15.62	65.62
3	Learning through this method is an interesting experience.	84.37	9.38	6.25
4	It is difficult to interact with the teacher while he is teaching the lesson using this method.	—	6.25	93.75
5	I feel motivated while learning through constructivist approach.	84.37	6.25	9.38
6	I feel that studying through this method develops a co-operative attitude.	81.25	9.38	9.38
7	I feel active and happy in the class when the teacher taught through constructivist approach	90.62	3.12	6.25
8	I feel that constructivist approach gives chance to think independently and critically.	78.12	12.15	9.38
9	I was encouraged to learn in the group activities.	84.37	6.25	9.38
10	Studying through this method helps in developing understanding of the concept.	71.87	12.5	15.62
11	I feel that the same content should be taught by the regular teacher with the traditional method.	18.75	21.87	59.37
12	It is felt that the constructivist approach provides inspiration to learn further.	75	18.75	6.25
13	The examples presented in the constructivist classroom helped me in relating the concept to the	87.5	9.38	3.12
14	I feel that constructivist approach helps in increasing observation capacity.	93.75	—	6.25
15	It is an effective method to remember the concept for a longer period.	96.87	3.12	—

The result shows positive influence of the constructivist approach on the students' learning. Thus on the basis of the favourable reactions of the majority of students it can be said that the constructivist approach was liked by the students.



**SUMMARY AND
CONCLUSIONS OF
THE STUDY**

CHAPTER-V

SUMMARY AND CONCLUSIONS OF THE STUDY

In this chapter a brief summary of the study is presented.

5.0.0 INTRODUCTION

Constructivism is a philosophy founded on the belief that we construct our own understanding of the world by reflecting on our experiences. Learning is simple the process of adjusting our mental models to accommodate new experiences.

The emphasis of the constructivist theory is on the *PROCESS* rather than the *PRODUCT* of learning. It focuses that the learner in working memory constructs knowledge. In this approach, the students determine how much they have learned as well as the process by which they learned. It changes the dynamics of the traditional class room by empowering the learner as the focus and architect of the learning process while redefining the role of the instructor to be a guide, a facilitator and helper, rather than the source and conduit of knowledge.

5.1.0 OBJECTIVE WISE SUMMARY OF THE FINDINGS

5.1.1 Effectiveness of the Constructivist Approach in terms of Achievement in English

The Constructivist approach provided wide opportunity to students for acquiring concepts, interpreting the data and applies the principles in new and differential situations. The nature of the approach demands greater involvement of students in the teaching-learning situation. So, the students were motivated and stimulated to retain and improve in their achievement. The elements of novelty (new and different approach) or 'orienting effect' might have also contributed towards the present result. Different examples, which were presented in the material, might have aroused interest and motivation among the students to study English. Constructivist approach was found to be effective in terms of students' achievement in English. The

results of the present investigation are an outcome of this student centred approach.

5.1.2 Effect and Interaction of Treatment and Gender in terms of Achievement in English

The discussions related to the effect and interaction of Treatment and Gender on Achievement in English are presented in the Captions 4.2.1, 4.2.2 and 4.2.3.

5.1.3 Effect of Treatment on Achievement in English

Treatment produced a significant differential effect on the students' achievement in English. The adjusted mean scores of students' achievement in English, taught through Traditional method. This finding is supported by a number of studies (Klausimer, 1970; Vermont, 1985; Agrawal, 1985; Gangrade,1986; Gibson, 1986; Manocha, 1990; Ojha, 2004; Padmanabhan, 2005; Tarannum Khan, 2010; Adlak C.J.,2012). In Constructivist approach, students do not study and acquire knowledge just for the sake of knowledge but, they acquire the knowledge so that they can apply it in their day to day life. Thus, constructivist approach provides a chance to draw generalisations by applying principles of it.This might be the reason for the improvement of achievement of the students in English taught through Constructivist approach.

5.1.4 Effect of Gender on Achievement in English

Gender did not produce a significant differential effect on the students' achievement in English. Mevareach (1985), Chaudhary(1985), Singh (1994),Adlak C.J.(2012) support the finding.

5.1.5 Effect and Interaction of Treatment and Levels of Achievement in English

The discussions related to the effect and interaction of levels of achievement and treatment on the students' achievement in English are presented in the Captions 5.3.1 , 5.3.2 and 5.3.3

5.1.5 Effect of Levelsof Achievement in English

There was no significant effect of constructivist approach on the students'

levels of achievement in English. Both the groups of learners, i.e. control group and experimental group that are taught traditional approach and constructivist approach benefited in the same way in respect of levels of achievement. But it was also observed from the data that the achievement in English of experimental group was more than the control group.

5.1.6 Interaction of Treatment and Levels of Achievement in English

The results showed that the levels of achievement did not produce any significant effect on achievement. Thus, It may be said that there was no interaction effect of treatment and levels of achievement in English.

5.2.0 NEED /RATIONALE OF THE STUDY

The National Curriculum Framework (2005) stresses the importance of a constructive perspective in classroom learning. In a constructive perspective, learning is a process of construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to the existing ideas on the basis of materials or activities presented to them (experience).

English teaching should always be made an interesting one. Any learning aims at enabling the child to acquire the concepts. It depends on the context and situation in which the child learns. If the context and conditions are supportive it will create interest in learning. This is what the constructivist approach tries to provide. Activities should be performed by the students themselves, in this will create a lot of confidence. Truth would thus be found out in the classroom.

Therefore, there is a need to shift from the behavioural approach to constructivist approach of teaching. A study is, of course needed in the area of constructivist approach to find its effectiveness in terms of the variable related to cognitive and affective domain.

We presume that children do not know anything. Hence the classroom remains dominated by the teacher thus resulting in teacher centeredness. Though we spoke of child centered learning, we have never try to create an environment in the

classroom. It is necessary to see that what child already knows links with the present knowledge, how it is related and how s/he learns a particular concept.

In constructivist approach, child constructs his own ideas. From the constructivist perspective, as Piaget stressed, knowledge is an adaptive activity. This means that one should think of knowledge as a kind of compendium on concepts and actions that one has found to be successful given the purpose one has in mind. The importance lies on the fact that mere book reading and rote memorization do not lead to meaningful learning. The idea that we construct in our cognition and its application is the true learning. Thus constructivist approach is said to improve the student's achievement and certain cognitive skills.

The present study gives importance to students' achievement in English and their reaction towards constructivist approach. Achievement in English can measure the understanding of the learner. The study plans to find out whether children taught through constructivist approach has there any difference in their achievement and reaction of children taught through constructivist approach.

The present investigation is undertaken with an objective that the findings will help in improving the teaching learning process, especially in English, wherein the attempts for strengthening the constructivist approach can be supported.

5.3.0 STATEMENT OF THE PROBLEM

The problem undertaken is stated as follows:

Effectiveness of Constructivist Approach on the Achievement in English of VIIth Std. Students

5.4.0 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

- To study the effectiveness of constructivist approach in terms of-
 - a) Students achievement in English
 - b) Reaction of the students

- To study the effect of treatment, gender and their interaction on students achievement in English by taking their pre-test scores as covariate.
- To study the effect of treatment, levels of achievement and their interaction on students' achievement in English by taking their pre-test scores as covariate.

5.5.0 HYPOTHESIS OF THE STUDY

The hypotheses formulated for the present study keeping in view the objectives are:

- There is no significant effect of treatment on student's achievement in English when their pre- test scores of English are taken as covariate.
- There is no significant effect of gender on student's achievement in English when their pre- test scores are taken as covariate.
- There is no significant effect of interaction between treatment and gender on student's achievement in English when their pre-test scores are taken as covariate.
- There is no significant effect of levels of achievement on students in English when their pre-test scores are taken as covariate.
- There is no significant effect of interaction of treatment and level of achievement in English when the pre- test scores are taken as covariate.

5.6.0 DELIMITATIONS OF THE STUDY

- 1) The CBSE syllabus of class 7th English is selected for teaching English.
- 2) It is limited to two variables only.
- 3) The study is confined to seventh std. students only.
- 4) Only ten lessons are taught.

5.7.0 DESIGN OF THE STUDY

The study is experimental in nature, wherein a control and an experimental group are employed. A Pre-test Post-test control group design is used. The intact classes of 7th Std. as a whole is considered as experimental and control group for the study.

5.8.0 SAMPLE OF THE STUDY

The sample of the study consists of the students of class 7th of Demonstrative Multipurpose School, Bhopal. It is an English medium school in Bhopal city, run by NCERT, Delhi. The two sections A and B are selected where one section is experimental group and the other section is control group. The sample is selected through simple random sampling technique. 30 students are in section A which is the control group and 32 students are in section B which is the experimental group. The experimental group is taught by the investigator, while the control group is taught by the regular teacher.

5.9.0 TOOLS USED IN THE STUDY

The tools for the study are as follows:

- 1) **Achievement test:** The achievement test developed by the investigator was based on units of 7th std. English, wherein the grammar portion has been emphasised. The total number of questions were 8 through which students' knowledge, understanding and application is checked. The test comprised of 25 marks and 40 minutes time was given for solving the test. The test was administered on both control and experimental group as pre and post- test. Students' prior knowledge and knowledge after treatment was checked through this achievement test.
- 2) **Reaction scale:** Reaction scale was prepared by the investigator to find out the reaction of the students towards constructivist approach for English language. It contained 10 questions on a three point scale. Reaction scale was administered only to the experimental group as a post test.

5.10.0 PROCEDURAL DETAILS OF THE STUDY

5.10.1 Development of Tools

The achievement test was developed in which only grammar portion was

considered. An outline was prepared for treatment in the experimental group. After the treatment lesson report was organized following the constructivist approach based learning situations.

5.10.2 Administration of the Tools

After giving the continuous ten days treatment to the experimental group, the achievement test was again used as post-test in both control and experimental group. The reaction scale was administered at the end of treatment only on the experimental group.

5.11.0 STATISTICAL TECHNIQUES USED

Both descriptive and inferential statistics employed for the analysis of the data. The descriptive statistics such as frequency, percentage, mean and standard deviation was used. Inferential statistics such as analysis of covariance was computed to find out the significance of differences on achievement of experimental and control group. Both descriptive and inferential statistics were computed with the help of SPSS (Statistical Package for Social Science) for Windows.

The reactions of students towards constructivist approach was analysed through reaction scale and reported qualitatively.

5.12.0 MAJOR FINDINGS OF THE STUDY

The analysis and interpretation of the data revealed significant results, which have been consolidated and presented in the form of major findings, which are as follows:

- 1) The constructivist approach has a positive effect on the achievement of students in English. It is evident from the analysis that the students taught by constructivist approach scored higher than those taught by traditional approach.
- 2) The constructivist approach was found equally effective for both boys and girls in improving their achievement in English.
- 3) There is no significant difference in achievement test among low, average and high achievers of those students taught by constructivist approach and those

taught by traditional approach.

- 4) Regarding the reaction towards constructivist approach, majority of the students liked the new method i.e., Constructivist approach.

5.13.0 EDUCATIONAL IMPLICATIONS

The implication of this study is for direct classroom teaching, as well as, for the teacher education program. Some of the major implications visualized are as follows:

- (1) The strategies used, in this study, may be used by the classroom teacher in teaching different subjects other than the English.
- (2) The component used in the study may be used separately or combined for teaching languages other than English.
- (3) The lesson plans developed in this study may be used by the teacher of English.
- (4) Teacher should be trained to develop instructional material on the lines of the lesson plan presented in this study.
- (5) The lesson plans developed in this study may be used by the teacher of other subjects for developing lesson plans.

5.14.0 SUGGESTIONS FOR THE FURTHER RESEARCH

The present study being experimental in nature brings into limelight several issues- in which further research can be undertaken. Following are the few suggestion for further study:

- (1) The study can be undertaken with the large sample for precise result.
- (2) Different grade levels can be selected.
- (3) The findings can be validated with other subjects as well.
- (4) The rural environment can be consolidated with urban one for a wide scope.
- (5) Constructivist approach may be developed and validated in prose, poetry also.

5.15.0 CONCLUSION

Constructivist approach is effective in raising the achievement of the subject concerned. It also experienced during the present study that this approach is not only effective in cognitive development but also effective in interpersonal development. The skills, those are practiced by the students can be further mastered

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APPENDICES

APPENDICES
ACHIEVEMENT TEST
SUBJECT: ENGLISH

Name of the student:
 Class: VII
 Name of the School.....

Marks: 25
 Time: 40min

Q.1) Form noun of the following words: (marks 4)

- a) Divide b) Add.....
 c) Subtract..... d) Multiply.....

Q.2) Write down the given words in their respective columns:(marks3)

stars, kite, rice, aeroplane, pencil, air

Countable Noun
Uncountable Noun

.....

Q.3) Write the plural forms of the pronouns given below: (marks 2)

- (i) I (ii) This..... (iii) She.....(iv) It.....

Q.4) Make sentences using the following words : (marks 4)

speak
clean

Q.5) Underline the adjectives in the following sentences: (marks 3)

- (i) There is a big lake in Bhopal.
 (ii) She wore a pink dress.
 (iii) A wonderful essay is written by me.

Q.6) Fill in the blanks with suitable adverbs given in the box: (marks 2)

Yesterday, beautifully, fast, early

1. Heenadanced
2. I get up in the morning.
3. Raghav played well
4. You run

Q.7) Write 3 sentences on your habits. (marks 3)

1.
2.
3.

Q. 8) Match the following: (marks 4)

Boys	like flowers
I	reads a book
Tina	has done his homework
Aman	are going in the class

REACTION SCALE



Name of the student: _____

Class of the student: _____

School: _____

S.No	Statements	yes	un-certain	no
1	I feel that learning through this constructivist approach is time consuming.			
2	Sometimes it is boring to learn through this method.			
3	Learning through this method is an interesting experience.			
4	It is difficult to interact with the teacher while he is teaching the lesson using this method.			
5	I feel motivated while learning through constructivist approach.			
6	I feel that studying through this method develops a co-operative attitude.			
7	I feel active and happy in the class when the teacher taught through constructivist approach			
8	I feel that constructivist approach gives chance to think independently and critically.			
9	I was encouraged to learn in the group activities.			
10	Studying through this method helps in developing understanding of the concept.			
11	I feel that the same content should be taught by the regular teacher with the traditional method.			
12	It is felt that the constructivist approach provides inspiration to learn further.			
13	The examples presented in the constructivist classroom helped me in relating the concept to the real life situation.			
14	I feel that constructivist approach helps in increasing observation capacity.			
15	It is an effective method to remember the concept for a longer period.			

LESSON REPORT 1

Class: VIIth B

Subject: English (Noun and its types)

Educational Objectives: The objectives were:

1. To enable the students to define noun.
2. To enable the students to understand types of noun.
3. To enable the students to use nouns properly in their day to day life.

Learning Resources: video clipping, chart

PROCESS

LESSON REPORT

SITUATION

The teacher asked the students to tell what they knew about Noun and its types.

Three students responded that Noun is the name of a person, place, thing and animal. Only the definition was given by them

Only one student told names of the types and rests of the students were silent.

Then, the teacher showed them a video clipping in which two kids were discussing about Noun and its types.

The clipping provided them an exposure of Noun and its types.

Observation

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some words and sentences on the blackboard. The words were- Rice, Neha, Write, Shyamla Hills, go, Dog, Water, Cat, D.B. mall, fill, Abhay.

The sentences were – Amanis my friend.

I saw a camel in the street.

Students are sitting in the class.

Your happiness will help you in studies.

Students were asked to identify nouns and put them in their respective column which are-

Proper Noun	Common Noun	Collective Noun	Material Noun	Abstract Noun

Contextualization

They related the clipping with the examples written by the teachers on the blackboard tried to place the nouns in its' respective column.

Cognitive

apprenticeship

Keeping the clipping in view, the teacher helped the students to relate the clipping and the words written on the blackboard and some more words cited by the students regarding Noun and its

types.

Collaboration

The teacher divided the class into four groups and asked them to discuss about Noun and its types and was observing the discussion of the students.

Interpretation

Later on, they analyzed what the Noun is and what are its types.

Construction

Multiple

interpretation

One student said that anything in the world has a name. So, they are nouns.

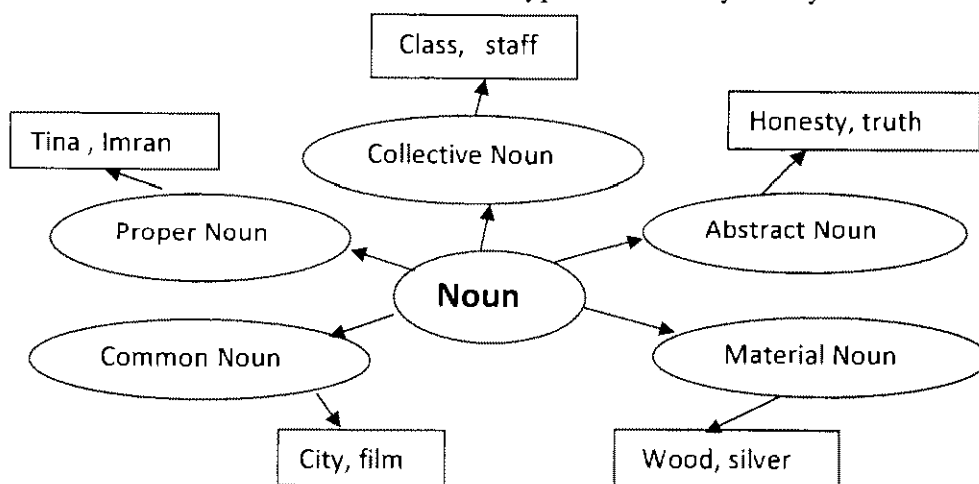
One student said that all objects are nouns.

The teacher added that all the objects that we can see, hear, smell, touch or taste and that we can think of are nouns.

The students were able to differentiate and categorize the types of Nouns and noted down the different examples in their respective category. The students shared their views within and between groups. After sharing, doubts of some students got cleared. And the confidence of those students who were not speaking increased and they also started sharing and presented their views.

Multiple
manifestations

The video clipping, examples of the students and teacher, and the discussion with peers and teacher, helped the students to understand the concept namely, Noun and its types. The students were able to use the Noun and its types in their day to day life.



Concept map

LESSON REPORT 2

Topic: Pronoun

Educational Objectives: The objectives were:

1. To enable the students to define pronoun.
2. To enable the students to understand kinds of pronoun.
3. To enable the students to use pronouns properly in their day to day life.

Learning Resources: video clipping, chart

PROCESS

LESSON REPORT

SITUATION

The teacher asked the students to tell what they knew about Pronoun.

Three students responded that Pronoun is a word used in place of a Noun. But after giving the definition, they could not say anything about Pronoun.

Then the teacher showed them a video clipping in which two kids were discussing about Pronoun.

The clipping provided them an exposure of Pronoun.

Observation

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some words on the blackboard.

The sentences were-

1. My name is Abha.
2. You can ask questions.
3. Amit is playing in the garden.
4. Amit is Tina's brother.
5. Tina is a good girl.
6. Tina and Amit play together.

The teacher asked students to identify pronoun and replace the nouns with the proper pronoun.

Contextualization

They related the clipping with the examples written by the teachers on the blackboard.

Cognitive apprenticeship

Keeping the clipping in view, the teacher helped the students to relate the clipping and the words written on the blackboard and some more words cited by the students regarding Pronoun.

Collaboration

The teacher divided the class into groups and asked them to discuss about Pronoun and the teacher was observing the discussion of the students.

Interpretation Construction

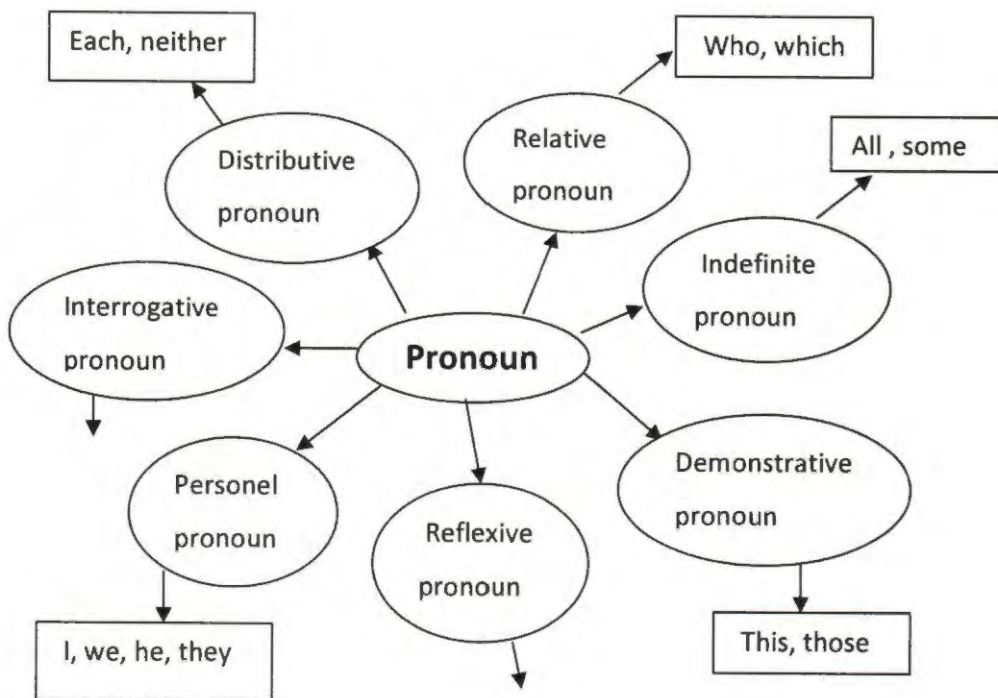
Later on, they analyzed what the Pronoun is.

Multiple interpretation

The students were able to identify Pronouns in a paragraph provided them for reading and noted down the pronouns, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared.

Multiple manifestations

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Pronoun. The students were able to use the Pronoun in their day to day life.



Concept map



LESSON REPORT 3

TOPIC:Adjectives

Educational Objectives: The objectives were:

1. To enable the students to define Adjectives.
2. To enable the students to understand kinds of Adjectives.
3. To enable the students to use Adjectives properly in their day to day life.

Learning Resources: video clipping, chart

SITUATION

The teacher asked the students to tell what they knew about Adjectives.

Only one student defined Adjective.

Then, the teacher showed them a video clipping related to Adjectives.

The clipping provided them an exposure of Adjectives.

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some sentences on the blackboard.

They related the clipping with the examples written by the teachers on the blackboard.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the sentences written on the blackboard and some more words cited by the students regarding Adjectives.

The teacher divided the class into groups and asked them to discuss about Adjective and the teacher was observing the discussion of the students.

Later on, they understood what the Adjective is.

The students were able to identify Adjectives in a paragraph provided them for reading and noted down the Adjectives, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Adjective. The students were able to use the Adjective in their day to day life.

LESSON REPORT 4

TOPIC: verbs

Educational Objectives: The objectives were:

1. To enable the students to define Verbs .
2. To enable the students to understand kinds of Verbs.
3. To enable the students to use Verbs properly in their day to day life.

Learning Resources: video clipping, chart

SITUATION

The teacher asked the students to tell what they knew about Verb.

Three students responded that Verbs are -play, write, read, sit etc.

Then the teacher showed them a video clipping in which two kids were discussing about Verb.

The clipping provided them an exposure of Verb.

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some words on the blackboard.

They related the clipping with the examples written by the teachers on the blackboard.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the words written on the blackboard and some more words cited by the students regarding Verb.

The teacher divided the class into groups and asked them to discuss about Verb and the teacher was observing the discussion of the students.

Later on, they understood what the Verb is.

The students were able to identify Verbs in a paragraph provided them for reading and noted down the Verbs, which were given in the paragraph. The students shared their views within and between groups. Confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, the material provided, the discussion with peers and teacher helped the students to understand the concept namely, Verb. The students were able to use the Verb in their day to day life.

LESSON REPORT 5

TOPIC: Adverbs

SITUATION

The teacher asked the students to tell what they knew about Adverb.

The students did not answer anything.

Then the teacher showed them a video clipping in which two kids were discussing about Adverb.

The clipping provided them an exposure of Adverb.

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some words on the blackboard.

They related the clipping with the examples written by the teachers on the blackboard.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the words written on the blackboard and some more words cited by the students regarding Adverb.

The teacher divided the class into five groups and asked them to discuss about Adverb and the teacher was observing the discussion of the students.

Later on, they analyzed what the Adverb is.

The students were able to identify Adverbs in a paragraph provided them for reading and noted down the Adverbs, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Adverb. The students were able to use the Adverb in their day to day life.

LESSON REPORT 6

Topic: Simple Present Tense

SITUATION

The teacher gave the students a paragraph from the text book to read.

The students read the paragraph.

Then, the teacher showed them a video clipping in which two kids were discussing about Simple Present Tense.

The clipping provided them an exposure of Simple Present Tense.

The students observed the clipping carefully and attentively. The students were observing the clippings, after the clipping, the teacher asked the students to discuss what they saw in the clipping. Then she showed them a chart having sentences of Simple Present Tense.

They related the clipping with the examples shown on the chart.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the sentences of the paragraph in which a student's habits and some universal facts were given.

The teacher divided the class into groups and asked them to discuss about Simple Present Tense and the teacher was observing the discussion of the students.

Later on, they analyzed what the Simple Present Tense is. The teacher assessed it by asking them to cite some examples on their own.

The students were able to identify Simple Present Tenses in a paragraph provided them for reading and noted down the Simple Present Tenses, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Simple Present Tense. The students were able to use the Simple Present Tense in their day to day life.

LESSON REPORT 7

TOPIC: Present Continuous Tense

SITUATION

The teacher showed a picture to the students and asked them to explain the picture.

They replied that- Someboys are playing football.

A teacher is reading a book.

A girl is dancing.

A lady is cooking something.

Then the teacher showed them a video clipping which was about Present Continuous Tense.

The clipping provided them an exposure of Present Continuous Tense.

The students observed the clipping carefully and attentively. Then the teacher asked them to identify helping verbs and main verbs in the above sentences

They related the clipping with the examples provided by the teachers.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the examples provided by the teachers regarding Present Continuous Tense.

The teacher divided the class into groups and asked them to discuss about Present Continuous Tense and the teacher was observing the discussion of the students.

Later on, they analyzed what the Present Continuous Tense is.

The students were able to identify Present Continuous Tenses in a paragraph provided them for reading and noted down the Present Continuous Tenses, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Present Continuous Tense. The students were able to use the Present Continuous Tense in their day to day life.

LESSON REPORT 8

TOPIC: Present Perfect Tense

SITUATION

The teacher showed the student a video clipping in which two kids were discussing about Present Perfect Tense.

The clipping provided them an exposure of Present Perfect Tense.

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some sentences on the blackboard.

They related the clipping with the examples written by the teachers on the blackboard.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the sentences written on the blackboard and some more sentences cited by the students regarding Present Perfect Tense.

The teacher divided the class into five groups and asked them to discuss about Present Perfect Tense and the teacher was observing the discussion of the students.

Later on, they analyzed what the Present Perfect Tense is.

The students were able to identify Present Perfect Tenses in a paragraph provided them for reading and noted down the Present Perfect Tenses, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Present Perfect Tense. The students were able to use the Present Perfect Tense in their day to day life.

LESSON REPORT 9

TOPIC:Simple Past Tense

SITUATION

The teacher showed the students a video clipping about Simple Past Tense.

The clipping provided them an exposure of Simple Past Tense.

The students observed the clipping carefully and attentively. While the students were observing the clippings, the teacher wrote some sentences on the blackboard.

They related the clipping with the examples written by the teachers on the blackboard.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the sentences written on the blackboard and some more sentences cited by the students regarding Simple Past Tense.

The teacher divided the class into five groups and asked them to discuss about Simple Past Tense and the teacher was observing the discussion of the students.

Later on, they analyzed what the Simple Past Tense is.

The students were able to identify Simple Past Tenses in a paragraph provided them for reading and noted down the Simple Past Tenses, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Simple Past Tense. The students were able to use the Simple Past Tense in their day to day life.

LESSON REPORT 10

TOPIC: Past Continuous Tense

SITUATION

The teacher showed them a video clipping for Past Continuous Tense.

The clipping provided them an exposure of Past Continuous Tense.

The students observed the clipping carefully and attentively.

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They related the clipping with the examples written by the teachers on the blackboard.

Keeping the clipping in view, the teacher helped the students to relate the clipping and the examples written on the blackboard regarding Past Continuous Tense.

The teacher divided the class into five groups and asked them to discuss about Past Continuous Tense and the teacher was observing the discussion of the students.

Later on, they analyzed what the Past Continuous Tense is.

The students were able to identify Past Continuous Tenses in a paragraph provided them for reading and noted down the Past Continuous Tenses, which were given in the paragraph. The students shared their views within and between groups. After sharing, doubts of some students got cleared. In addition, the confidence of those students who were not speaking increased and they started sharing and presented their view.

The video clipping, examples of the students and teacher, and the discussion with peers and teacher helped the students to understand the concept namely, Past Continuous Tense. The students were able to use the Past Continuous Tense in their day to day life.

Note: The clippings were taken from the website www.Ikenstore.com where the life like situations for learning the grammar were shown and explanation was given after the situation.